



# Grade 4 - Unit 1 Reading - Taking Ownership of Your Reading Life

## Unit Focus

The goal of this unit is to establish a reading community in the classroom so students get excited about books. Teachers will model thinking, talking, selecting books, and goal setting to students using an authentic collection of mentor texts and chapter books. The students will be engaged in conversations about reading and writing, in order to make connections in their reading lives.

Students will gather evidence to support their ideas about craft, topics, genres, and goals that are important to them. A large volume of reading and stamina are most important as teachers watch and notice their students' reading habits. As students develop independence and stamina, teachers begin assessing students using existing reading data from grade 3 and their observations of student reading behaviors, surveys, and talk about reading.

Students will hear many Patricia Polacco, Jacqueline Woodson and Maribeth Boelts stories that will lay a foundation for the upcoming unit on characters. Teachers will explicitly teach the skills of telling and then writing summaries in the reading notebook and provide students with a progression that helps them set goals for their own writing about reading. An important part of writing about reading will be gathering evidence with double journal entries to support their thinking. These entries will be taught through initial modeling with the teacher and students moving to independence of their own double journal entries.

This unit will provide a rich opportunity for the social emotional goals for students and classroom community through mentor texts and engaging discussions.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Standards</b> <ul style="list-style-type: none"><li>Common Core<ul style="list-style-type: none"><li>English Language Arts: 4<ul style="list-style-type: none"><li>Reading Literature<ul style="list-style-type: none"><li>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RL.4.1)</li><li>Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.4.3)</li><li>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS.ELA-LITERACY.RF.4.3.A)</li><li>Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA-LITERACY.RF.4.4)</li><li>Read grade-level text with purpose and understanding. (CCSS.ELA-LITERACY.RF.4.4.A)</li><li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELA-LITERACY.RF.4.4.C)</li></ul></li></ul></li></ul></li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.	
	<b>Meaning</b>	
	<b>Understanding(s)</b> <i>Students will understand that...</i> <b>U1</b> Readers use appropriate strategies to construct meaning from texts. <b>U2</b> Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. <b>U3</b> Readers and writers express their thinking clearly and build on the ideas of others.	<b>Essential Question(s)</b> <i>Students will keep considering...</i> <b>Q1</b> What's my strategy for reading this text? How do I know if it is working? <b>Q2</b> How do I support and prove my thinking? <b>Q3</b> How and why do readers talk and write about their reading?

## Stage 1: Desired Results - Key Understandings

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (*CCSS.ELA-LITERACY.W.4.9*)
- Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). (*CCSS.ELA-LITERACY.W.4.9.A*)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (*CCSS.ELA-LITERACY.SL.4.1*)
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (*CCSS.ELA-LITERACY.SL.4.1.A*)
- Follow agreed-upon rules for discussions and carry out assigned roles. (*CCSS.ELA-LITERACY.SL.4.1.B*)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (*CCSS.ELA-LITERACY.L.4.4*)
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (*CCSS.ELA-LITERACY.L.4.4.A*)
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (*CCSS.ELA-LITERACY.L.4.4.B*)
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (*CCSS.ELA-LITERACY.L.4.4.C*)

### Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (*POG.1.2*)
- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (*POG.4.1*)

### Acquisition of Knowledge and Skill

#### Knowledge

*Students will know...*

- K1** Readers use tools to collect thinking before, during, and after reading.
- K2** A summary is using your own words to tell the key details of a text.
- K3** Accountable talk is an intentional conversation where participants listen, add on to each other's comments, and use clarifying questions to make sure they are understanding what others are saying.
- K4** Self-monitoring strategies help readers when they are lost.
- K5** The RACE strategy includes a claim, text evidence and explains thinking (analysis).
- K6** Vocabulary: contractions, soft sounds
- K7** Morphemes: Prefix in-, im- = "in, on, into"

#### Skill(s)

*Students will be skilled at...*

- S1** Using a reader's notebook to collect ideas before, during and after reading.
- S2** Identifying key details in a text to summarize orally and in writing.
- S3** Using accountable talk moves to discuss reading with partners.
- S4** Using self-monitoring strategies when reading.
- S5** Referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- S6** Recognizing morphemes hold their own individual meaning.